



Youth Connections West

From our snow-capped mountains to our sandy deserts..



Networking Youth Today

Office of Youth Services

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Gates Scholarship Winners

by Patricia Stewart, SYEP

Two outstanding youth from the Seattle Youth Employment RYA (Rewarding Youth Achievement) Program have been awarded four-year Washington State Achievers Scholarships by the Bill & Melinda Gates Foundation. Seattle students Charmaine Jones, a Junior at Cleveland High School and Jonelle Foster, a Junior at Cleveland High School, applied for the awards in November, 2001. Both youth were notified in December, 2001 that they had advanced to the "semi-finalist" level. They were then required to write additional essays, undergo more interviews, and attend more all-day pre-college interactive sessions.

In April, both Charmaine and Jonelle were notified that they each had been selected to receive one of the 500 \$20,000 four-year Achievers Scholarships. Over the summer, they attended a summer college preparations camp at Central Washington University. As part of the program, both young women were matched with a Hometown Mentor and all expenses were paid by the Washington Education Foundation.

Charmaine and Jonelle will attend college in the State of Washington for the first two years, according to Achievers Scholarship rules. After two years, both youth plan to transfer from Washington Colleges and attend Law school at Howard University in Washington, DC.

Congratulations, Charmaine and Jonelle! Keep up the Great Work!

Young Hispanic Tucson Woman the First YO! Participant Nationally to be Selected for Military Academy

by Teena Jo Nealy



After a very demanding application process, Youth Opportunity participant Erin Trejo received the exciting news that she was chosen as one of the 1,200 New Cadets to attend the presti-

gious United States Military Academy at West Point. A young Hispanic Tucson woman, Erin is the first YO! participant nationally to be selected for a Military Academy. West Point, located in New York state, has a student body of 4,000 Cadets, approximately fifteen percent of whom are women. Students at West Point go through four years of intense training including academics, military education and athletics with the goal of pursuing careers as commissioned officers with the U.S. Army.

A high achiever in her home town of Tucson, Arizona, Erin worked hard both in and out of school. In the summer of 2001 she was chosen to participate in "Rewarding Youth Achievement" a YO! Tucson partner program which recognizes students who excel in math and sciences. A student at Flowing Wells High School, Erin also volunteered on several projects, was a peer-to-peer counselor, worked part time, participated in karate throughout high school including national competitions, and held leadership positions in the JrROTC under instructor Major DeWitt. It was her experience with the JrROTC which Erin credits with providing her with clear goals, and her martial arts training the discipline to pursue them.

One of the ways in which Erin did volunteer service was to work at the office of Congressman Jim Kolbe. Her supervisor, Kay

The Youth Council Institute: Architects of Change

The California Youth Council Institute (YCi) has been awarded the Architect of Change: Innovation in Customer Service Award by the U.S. Department of Labor and the National Association of State Workforce Agencies (NASWA).

YCi is a project of the California Workforce Investment Board, under the leadership of the California State Youth Council, and is operated jointly by the California Workforce Association and New Ways to Work.

The Architect of Change Award recognizes creativity and innovation in serving customers of the employment and training system. The award was presented on Tuesday, September 25, 2002, at the NASWA Annual Conference in Kansas City, Missouri. The award was presented by Emily Stover DeRocco, Assistant Secretary of the Department of Labor's Employment & Training Administration. On hand to accept the award were John Merris-Coots of the State Board, Steve Trippe and Lois Ann Porter of New Ways to Work, and Sam Rodriguez of the California Labor and Workforce Development Agency. For more information about this award, other award winners, finalists and nominations, visit the NASWA Web site.

YCi was established in July 2001 to assist California's 50 Youth Councils in creating comprehensive, local youth-serving systems. The Institute is supported by a contract between the State Board and New Ways to Work and its partner the California Workforce Association. YCi convenes and supports a statewide network of Youth Councils, provides technical assistance and support to the Councils, develops and disseminates system-building tools, identifies

West Point Cadet *cont'd from pg 1*

McLaughlin, Field Director of the Tucson Office, was delighted to hear of Erin's acceptance into West Point. She described Erin as an "exceptionally bright, dedicated, and hard working young lady who overcame obstacles that would have stopped others".

Erin's case manager at the Youth Opportunity (YO!) Movement, Marty Stevens, a retired Lt.Col., has sat on selection boards for academy nominees and attests to the thorough and rigorous selection process of choosing among the many highly qualified applicants. Stevens is very proud of Erin and her accomplishments and continues to correspond with both Erin and her mother to offer them support and encouragement.

As part of the class of 2006, Erin began her training this summer with Basic Training, commonly referred to as "the Beast", and then jumped right into a full course load. Erin reports that she is "learning time management at a rate I wouldn't have thought possible - I have to schedule in runs and showers!" Aside from the academic rigors, Erin is also studying fencing and participates in bible study groups and sings in the Protestant Choir.

A popular expression at West Point Academy is "Much of the history we teach was made by people we taught." It seems that Erin is well on her way to making history as well.

For more information, please contact Erin Trejo's YO! case manager, Marty Stevens at <mailto:MStevens@csd.co.pima.az.us> or 520-903-3389.

Groundhog Job Shadow Day Materials Available

It's not too early to begin preparing for Groundhog Job Shadow Day 2003. The kick-off of the 2003 year-long Shadowing Initiative is on Friday January 31, 2003. Since Groundhog Day, February 2, falls on Sunday, the consensus was to have the kick-off on Friday January 31 rather than Monday, February 3. Of course, what matters most is to choose a day that is convenient for workplace mentors. Feel free to choose the date that works best for the employers, the employees, the students, and the schools. Remember, January 31 is just the kick-off to a year-long Job Shadowing initiative. Materials and tools for implementing successful Job Shadows can be downloaded and/or ordered online at <http://www.jobshadow.org> or by calling 800-373-3174 .

Youth Council Institute *con't from pg 1*

and shares effective practices, and works with the State Board and the State Youth Council. YCi draws on practitioner knowledge and experience to inform its work. With input and feedback from Youth Council members and staff, YCi developed a framework for a comprehensive youth-serving system – the "All Youth - One System" model –which the State Youth Council formally adopted in April 2002, and which has helped local Youth Councils expand their role beyond the scope of the federal Workforce Investment Act of 1998.

YCi also plays a key role in the relationship between local Youth Councils and the State Youth Council in the creation of effective youth policy. YCi facilitates peer learning and shares ideas, practices, and tools through meetings, a web site and a listserv. For more information, contact Lois Ann Porter, New Ways to Work, at 707/824-4000; or visit <http://www.nww.org/yci/> .

Information about the **Youth Council Institute** has recently been added to the Promising Practices Web site at: <http://www.promising-practices.org>. See page 3 for information about the Web site.

California School-to-Career News

- Four new Quick Guides and a Work-Based Learning Toolkit are now available from *New Ways to Work* (<http://www.nww.org>) and the School-to-Career Clearinghouse (www.stc-clearinghouse.com) The guides are entitled: *Get Connected to School-to-Career: A Quick Guide for Employers, Organized Labor, Associations and Engagement Specialists*. Along with the Guides is a CD entitled Work-Based Learning Toolkit containing a User's Guide, Can do approaches to Work-Based Learning and Fact sheets, Tools and Resources.
- A Final Evaluation Report: *Helping Students Make Better Choices for Their Future* has been submitted by WestED, San Francisco and MPR Associates, Inc. Berkeley. A copy of the report can be ordered free of charge from Cathy Ringstaff, <mailto:cringst@wested.org> or from Chris Rury, <mailto:crury@cde.ca.gov>.
- The Office of the Secretary for Education, State of California and the School-to-Career Interagency has announced an RFA to disseminate approximately \$3.5M in support of STC. The RFA will be issued on October 18 to eligible STC local partnerships.

Phoenix will get first high school in U.S. aimed at training teachers

Arizona Republic: Small Phoenix charter h.s. will prepare new teachers District officials are calling the teacher-prep school the first of its kind in the nation and expect it to serve as a model for other charter schools. Eighty students ages 14 to 21 will be enrolled when it opens in 2003. by Sara Thorson, The Arizona Republic Sept. 26, 2002

A new high school tailored to students who know they want to become teachers when they grow up will open next fall in downtown Phoenix. The Teacher Preparation Charter High School will train students as teachers and help them earn college credit along with their high school courses. It will be run by the Maricopa County Community College District.

Administrators presented the plans for the new high school to U.S. Undersecretary of Education Eugene Hickok on Wednesday as he stopped off for breakfast at South Mountain Community College. Hickok said he was pleased to see the state combating the teacher shortage. "One of the challenges, especially in Arizona, is the way we compensate teachers," he said. "We're kind of ignoring supply and demand." District officials are calling the teacher-prep school the first of its kind in the nation and expect it to serve as a model for other charter schools. Eighty students ages 14 to 21 will be enrolled when it opens in 2003.

"It will serve as a pipeline for students to go from high school to college to teaching in the classroom," said Fred Gaskin, chancellor of the college district. Ken Atwater, president of South Mountain Community College, said some of the high school students could earn enough credits to enter college as sophomores. "There will be opportunities to take a lot of classes for dual enrollment," Atwater said. "Some of the students might almost have enough for an associate's degree by the time they graduate."

Phoenix College and South Mountain Community College will coordinate the charter school's curriculum. The two colleges were selected because of their teacher-training programs and partnerships with Arizona State University.

Hickok attended the meeting to hear about South Mountain's Dynamic Learning Program, which helps community college students get hands-on training in classrooms before they transfer to ASU to finish their degrees.

David Newson, a first-year music education student in the Dynamic Learning Program, said it's important for future teachers like him to get experience. He interns in a choir class at Cesar Chavez High School in Laveen. "It's almost like we're in the field already," he said.

State funding will support the new charter school. Plans are to hire a principal this fall and at least three teachers by April. It will be housed at City Colleges Center, an education facility at 640 N. First Ave. in downtown Phoenix that is run by Phoenix College. The high school will be able to use resources provided by the college district, including computer labs and libraries. Gaskin added that the principal will be responsible for promoting the high school to incoming high school students, but that interest already seems high. "Anybody who has heard about this in passing - administrators, students and parents - has said, 'I think this thing is going to be great,' " he said.

The Promising Practices Website

<http://www.promising-practices.org>

Leaders, policy-makers, board members, and professionals in workforce development need easy and timely access to information that can help them better meet the needs of their customers. In particular, they need to know about practices that are proven effective in leading to superior results and that use resources in new or innovative ways. This information must be high quality, user friendly and customizable to unique local needs and opportunities. Now, there is a Web site for collecting and disseminating information about proven programs and methods related to workforce development.

Who created the Promising Practices Website?

The U.S. Department of Labor provided funding and technical assistance for the Promising Practices Website and formed a nationwide consortium of state and local partners to guide website and content development. The Illinois Department of Employment Security is the project manager. Northern Illinois University's Center for Governmental Studies is the site developer and manager.

Who are its customers?

All of the partners in America's Workforce Network can benefit from this powerful website. These include federal, state and local public and private sector policymakers and practitioners involved in One-Stop Center operation and other employment and training, education, human services and related agencies and organizations.

What are the criteria of a Promising Practice?

It is any workforce development method that results in one or more of the following:

- Superior results or performance;
- New or innovative use of resources;
- Recognition through an audit, assessment or awards process by industry experts; and/or
- Recognition by a significant number of the organization's customers.

How to participate?

There are three ways to participate in the Promising Practices Website. One is to simply access and navigate the website and take advantage of the substantial research and interactive functions. A second way is to provide feedback to the Promising Practices Consortium on how to continue improving the website. A "feedback" button on the website homepage provides you with a direct link to the web designers. The third way to participate is to submit your own promising practice and encourage your colleagues to do the same.

Responding to users of the new website, the submission form has been revised to capture the most important information about each Promising Practice. The questions are organized into six sections:

CALENDAR of EVENTS

October 20 - 26, 2002

Kids Care Week
Nationwide

<http://www.kidscare.org>

October 23, 2002

National Peer Helpers Day 2002
Nationwide

<http://www.peerhelping.org>

October 26, 2002

Make A Difference Day
Nationwide

<http://www.makeadifferenceday.com>

October 30-31, 2002

2002 National Summit on Designing and Managing Effective
Youth Workforce Development Programs (TANF)
San Diego, CA The Performance Institute

<http://www.performanceweb.org/>:

November 5-7, 2002

Community Service-Learning: YO! Peer to Peer
Milwaukee, MN contact Anne Stom at 202/693-3377 or

<mailto:astom@doleta.gov>

November 7 - 9, 2002

Institute's Healthy Communities Healthy Youth Conference:
"Changing America With and For Youth"
Minneapolis, MN SEARCH Institute

<http://www.search-institute.org/hchy/hchy2002>

November 11-13, 2002

Working With Employers: Keys to Building Strong Relationships
Glen Cove, New York

Public/Private Ventures
Visit <http://www.ppv.org> and click on Working Ventures

November 11-17, 2002

Youth Appreciation Week
Nationwide

<http://www.optimist.org/index-prog.html>

World Kindness Week

Nationwide

http://www.actsofkindness.org/whats_new/whats_new.html

November 19-21

2002 WIA Conference:

The Alaska Employment Revolution - Partners In Progress
Anchorage, AK

State of Alaska, DOL and Workforce Development

<http://www.jobs.state.ak.us/wiac/wiac.htm>

November 21-22

Workforce Strategies 2002

WA Workforce Training and Education Coordinating Board

<http://www.wtb.wa.gov> contact Patricia Spencer at

<mailto:pspencer@wtb.wa.gov> or (360) 586-8778.

November 23, 2002

National Family Volunteer Day
Nationwide

<http://www.alliance1.org>

November 24-30, 2002

National Family Week
Nationwide

<http://www.familyweek.org>

December 8-13

Youth Opportunity Grants Leadership Institute
San Diego, CA

<http://www.npcl.org>

Contact: <mailto:ytully@npci.org>

(202) 296-2115 or (202) 822-6725

January 20, 2003

Martin Luther King Day of Service
Nationwide

<http://www.mlkday.org>

April 27-29

Rural Workforce Conference
Pacific Western Region (Region 6)
Reno, NV

<http://www.tocowa.org>

Contact: Kris Latimer at (541) 928-0241

or <mailto:kris@tocowa.org>

Promising Practices *con't from pg 3*

1. Contact Information
2. What is the Promising Practice?
3. What is the Issue or Problem your Promising Practice Addresses?
4. Positive Results/Verification
5. How was the Practice Developed and Implemented (Optional)
6. Additional Information (Optional)

The Youth Connection

If you have identified a program or method that meets the above criteria and/or you would like more information about the Promising Practices Web site, please contact Denise Fogleman in the Office of Youth Services at (206) 553-7938 Ext. 8157 or <mailto:dfogleman@doleta.gov>.

Subscribe FREE to PAGnet:

PAGnet is the Public Administrator's Grants network. PAGnet provides free resources for grant seekers in local governmental agencies and other public programs.

http://www.pagnet.info/sub_sub.php

Youth Civic Engagement: Get Out the VOTE!

by David Lah and Anne Stom - US DOL-

ETA Office of Youth Opportunity, Washington, DC

The legislation for the Youth Opportunity Grants specifically identifies activities that support becoming good citizens as an allowable activity. More important than the legislation, however, is that engaging youth in activities that encourage civic responsibility unleashes a powerful community resource. Allowing youth to identify problems/issues that directly affect the quality of life in their neighborhoods and including them as part of the solution instills a sense of pride, hope and ownership that can be contagious to not only other youth but also other community members. It is clearly a way to empower our youth and to develop our next generation of leaders

With this in mind, we would like to encourage YO! sites to look towards the upcoming elections in November (local and state) as an opportunity to engage youth in learning about their government. This could include voter registration activities, interviewing local candidates for your newsletter, holding candidate forums, and assisting at polling stations. A structured curriculum could be built around local issues, why it is important to vote and how one selects a candidate to vote for. Kids Voting USA offers a number of resources on how to involve youth in the election process including sample curriculum and links to useful web sites. They are located at <http://www.kidsvotingusa.org>.

A list of the deadlines by state is on the web site of the League of Women Voters (<http://www.lwv.org/voter/govote/deadlines.html>) MTV's Rock the Vote website, <http://www.rockthevote.org/> also contains a wealth of useful information about the registration process.

Here are some other websites that you may find useful:

****Vote Smart:** Provides special services to young potential voters: publications, videos, internships, banners, political games, even voter registration through their Youth Inclusion Web page on the Vote Smart Web. <http://www.vote-smart.org/yip/>

****The Center for Voting and Democracy:** This web site contains essays by youth on why young people are not participating in the electoral process and what would change that. <http://www.fairvote.org/contest/index.html>

****The National Coalition on Black Civic Participation: Black Youth Vote** is the newest initiative of the National Coalition and was created to focus on the 14-29 year old black youth voting age population. The National Coalition seeks to empower black youth by educating youth about the political process and training youth to identify issues and influence public policy through participation. <http://www.bigvote.org/byv.htm>

****The Constitutional Rights Foundation** has lesson plans and links for exploring election-oriented topics, providing great opportunities for critical thinking and policy evaluation. <http://www.crf-usa.org/>

We hope that you find this information useful and that we can have each of our YO! sites take advantage of the upcoming elections to engage youth in their community and help them develop into good citizens.

DH/AS

Election Do's and Don'ts for Non-Profits

If your organization has 501(c)(3) status, there are many things you CAN do, plus some things you CAN NOT do in an election year. The following list is based on a very useful publication from the Alliance for Justice in Washington, DC: "The Rules of the Game: An Election Year Legal Guide for Nonprofit Organizations." If the activities you are considering are not mentioned here, consult their web site: www.afj.org, or call them directly at: 202/822-6070. They have attorneys and others on staff who specialize in answering questions from nonprofit organizations.

In an election year, DON'T avoid election-related activity, but DO obey the rules. Keep the following in mind for your organization:

1. Do NOT engage in partisan political activity. Your organization may NOT endorse a particular candidate, or send out mailings urging your members to support a political party, or any particular candidate, over another.
2. But you CAN sponsor (or co-sponsor) a "League of Women Voters" type of debate or "candidate forum." Just be sure that: all of the qualified candidates are invited and have an equal opportunity to present their views, there is a range of issues to be covered, and the moderator is unbiased and neutral.
3. Do NOT invite a candidate to make an appearance as a candidate at an agency-sponsored event unless do everything possible to make sure it does not turn into a "campaign event."
4. But you CAN invite a group of elected officials to a "site visit" at your agency or with members of your organization.
5. You CAN NOT use your nonprofit organization to tell people how to vote. But you CAN operate a nonpartisan voter registration or get-out-the-vote effort to encourage voting. For example, you CANNOT say: We need more voters who support social services. Register here. You CAN say: Support democracy ? VOTE. Or, "Housing. Human services. Jobs. You count. Register and VOTE."
6. You CAN develop and distribute nonpartisan Candidate Questionnaires and Voter Guides. You CAN NOT design, use, or distribute Questionnaires and Voter Guides intended to influence how people should vote.
7. You CAN publicize your own issue agenda during an election, but you CAN NOT ask candidates to endorse your agenda.
8. You CAN "lobby" voters on matters decided by the voters: ballot measures, Initiatives, referenda, charter amendments, bond measures, and constitutional amendments. Just be sure to count this activity as "direct lobbying" because in this case, the voters are the decision makers.

In short, you do not give up your rights as citizens because you are part of a 501(c)(3). As an individual you are free to endorse, support, or oppose candidates; just be clear you are speaking for yourself and not for your organization.

These guidelines were put together by Nancy Amidei, Professor of Social Work at the University of Washington.

RESOURCES FOR TEACHING TOLERANCE

<http://www.peacejam.org/>

PeaceJam is an international education program built around leading Nobel Peace Laureates who work personally with youth to pass on the spirit, skills, and wisdom they embody. The goal of PeaceJam is to inspire a new generation of peacemakers who will transform their local communities, themselves and the world. For lesson plans, click on "Nobel Peace Laureates," then click on the name of a Peace Laureate who struggled with similar challenges to the one(s) your group wants to explore. For example, Desmond Tutu's curriculum series begins with "What is Violence" and "What is Racism" and the Dalai Lama's curriculum begins with "Peacemakers in Training: It's Meaning and Dimensions."

<http://www.nationalsave.org/>

STUDENTS AGAINST VIOLENCE EVERYWHERE -

(S.A.V.E.) is a student driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. As they participate in S.A.V.E. activities, students learn conflict management and mediation skills and the virtues of good citizenship, civility, and nonviolence. Examples of such projects include: teaching peers or younger students basic steps in managing conflicts - particularly those of mediation and holding a mock mediation or staged conflict scenarios to practice these skills, creating a conflict management guide sheet for distribution in your school or community, or even putting on skits or plays around conflict management. The web site includes activity planning tools as well as information on ordering their toolkit or starting your own SAVE chapter.

<http://www.tolerance.org/teach/index.jsp>

A Web project of the Southern Poverty Law Center, **Tolerance.org** encourages people from all walks of life to "fight hate and promote tolerance." Through public service announcements and this Web site, their mission is to awaken people to the problem of hate and intolerance, by equipping them with the best tolerance ideas to promote action in homes, schools, businesses and communities. This web site includes a color-coded index of lesson plans to help teachers explore issues with their students, including: Ability Issues; Conflict Resolution; Gay, Lesbian, Bisexual; Gender Issues; Health Issues; Immigration/Migration; Intergenerational; International Issues; Socioeconomic; Race/Ethnicity; Religious Diversity; and Social Activism/Change.

<http://www.ccsf.edu/Resources/Tolerance/>

The Tolerance Project, is a collaborative web resource for learning and teaching how to understand, create, nurture, and find tolerance. The web site includes lessons and materials, links to other resources, and forums for students and teachers to express their views. Visitors to the website are encouraged to contribute effective lesson plans they have developed.

WEB SITES

PUBLICATIONS

<http://www.peacecorps.gov/www/bridges/index.html>

Established by the Coverdell World Wise Schools program of the Peace Corps, **Building Bridges** is a 48-page workbook containing 13 lessons plans created to introduce school children to cultural studies in order to increase their awareness of other cultures around the world, as well as their own. Designed primarily for grades 6-12, the workbook is free for downloading and could be of value to social studies, geography, and language arts teachers. Also available on the site are four other publications produced by the Peace Corps: Insights from the Field: Understanding Geography, Culture, and Service; Culture Matters: The Peace Corps Cross-Cultural Workbook; Voices from the Field: Reading and Writing About the World, Ourselves, and Others; and Looking at Ourselves and Others.

<http://www.nwrel.org/partnerships/pubs/pfys-pdf.html>

Is your program invested in creating exciting new partnerships to support schools and youth success? If so, you may want to consider using a new and comprehensive project planning manual called **Planning For Youth Success**, from the School, Family, and Community Partnerships Team at the Northwest Regional Educational Laboratory. It is available online at no cost in PDF format. This manual provides a process, guidelines, and tools for facilitators to create new partnerships (or strengthen existing ones) among parents, community members, school staff, and students as they plan a project that will demonstrate community wide support for youth development. Planning for Youth Success provides a positive structure for members of a school community to set standards for youth success unique to their community and to create a project around a shared goal.

http://wdsc.doleta.gov/sga/pdf/FinalTAG_August_02.pdf

The Employment and Training Administration (ETA) has released the final version of the **One Stop Comprehensive Financial Management Technical Assistance Guide** (TAG). This technical assistance guide provides operational and financial management guidance for the One-Stop operating system, as well as for ETA-funded grant programs.

<http://www.forumforyouthinvestment.org/issues/policyresources.htm>

The Forum for Youth Investment has published a paper entitled **"State Youth Policy: Helping All Youth Grow Up Fully Prepared and Fully Engaged,"** which highlights work states are doing to create state youth policy frameworks, advance youth principles, and undertake critical tasks to better coordinate and align state youth policies.

<http://www.pfks.org/toolkits/toolkit1.pdf>

Turn up the Volume: The Students Speak Toolkit guides educators, school board members, parents and others in planning and carrying out strategies for listening to students in order to improve their school experiences, including academic performance, school climate, and school safety.

This toolkit is designed to help you engage students as responsible partners in their own learning. While it was developed specifically for schools, the information and tools could be effective in increasing the effectiveness of all youth development programs (creating focus groups, drafting research questions, forming a logistics team, etc.).

<http://www.lrginc.org/ycn/> **YCWORKS!** is a newsletter produced by the Leonard Resource Group Inc. that is designed to provide technical assistance to WIA Youth Councils across the country. Please visit their Web site to view current and past editions. If you would like to hear about new editions of YCWORKS! but are not currently on their notification list, please contact Willona Sloan at the Leonard Resource Group, Inc. at 703/548-8535 or <mailto:wsloan@lrginc.org>. To download the resource manual on Sources of Funding Youth Services, go to <http://www.lrginc.org/YCN>

FUNDING OPPORTUNITIES

http://www.access.gpo.gov/su_docs/fedreg/a020905c.html
The Corporation for National and Community Service has announced the availability of approximately \$300,000 to support one or more organizations in partnership to provide training and technical assistance to national and community service programs engaged in homeland security activities focusing on public safety, public health, and disaster preparedness and relief. The above Web address is for the federal register site for September 5, 2002. Scroll down to Corporation for National and Community Service and you will see reference to this opportunity. The deadline is November 5. Be sure to send all federal grant proposals by overnight delivery, as regular U.S.P.S. mail to government offices may not arrive in time to be considered. The Corporation is a federal government corporation that encourages Americans of all ages and backgrounds to engage in national and community service that addresses the nation's educational, public safety, environmental, and other human needs.

<http://www.tolerance.org/teach/expand/gra/guide.jsp>
The Southern Poverty Law Center provides "Teaching Tolerance" grants of up to \$2,000 to K-12 classroom teachers for implementing tolerance projects in schools and communities. Proposals from other educators such as community organizations and churches will be considered on the basis of direct student impact. The application deadline is ongoing.

<http://www.hsf.net/scholarship/Special.htm#special>
The Thurgood Marshall Scholarship Fund (<http://www.thurgoodmarshallfund.org/>) and the Hispanic Scholarship Fund (<http://www.hsf.net/>) have announced the establishment of the New Horizons Scholars Program to provide college **scholarships to Hispanic and African-American students who have hepatitis C** or are dependents of a person with the disease. Hepatitis C virus (HCV) is a life-threatening viral infection of the liver transmitted primarily through infected blood and blood products. The New Horizons

Scholars Program will provide fifty scholarships a year to students planning to enroll for the first time in a four-year college during the 2003-2004 or 2004-2005 academic years. Scholarships will be awarded to students of Hispanic or African-American heritage who are infected, or are dependents of someone infected, with hepatitis C. For two classes (2003, 2004), fifty students will be eligible for \$2,500 a year for four years. Students must maintain a 3.0 grade point average while under scholarship. Deadline: February 15, 2003

<http://makeadifferenceday.com/>
Make A Difference Day, a national day of helping others, is sponsored by USA Weekend Magazine and its carrier newspapers and is held in partnership with the Points of Light Foundation (<http://www.pointsoflight.org/>). The Twelfth Make A Difference Day is scheduled for Saturday, October 26, 2002. The Make a Difference Day program is designed to inspire and reward volunteers. Participants who volunteer their time and efforts on October 26 and send in the program's entry form will be eligible for an award and a cash donation to a charitable cause. In addition, award recipients will appear in USA Weekend Magazine and be featured on the program's Web site. Participants are invited to consider the needs of their local communities and come up with ideas to help. The Make a Difference Day Web site offers project ideas and free team-building guides. Volunteers also can register their plans in the Make A Difference DAYtaBANK, a national listing of local projects that can be viewed by interested volunteers, people looking for good project ideas, and news media seeking stories to cover. Following the actual event, judges, including Paul Newman of Newman's Own, will select outstanding projects for the National Make A Difference Day Awards. The awards include \$10,000 donations to ten projects from Newman's Own. To be considered, participants should fill out the official entry form after they complete their Make A Difference Day projects.
Deadline: October 26, 2002 (completion of projects)

<http://www.openmeadows.org/>
The Open Meadows Foundation funds projects that are and ethnic diversity of our society and promote the empowerment of women and girls; and projects for social change that have provides grants of up to \$2,000 to cover start-up expenses or to support ongoing projects. Projects focusing on indigenous women or young women activists may also receive funding from the foundation's special funds: the Jeanne Meurer Indigenous Women's Fund, the Ellen Dougherty Activist Women's Fund, and the PatsyLu Fund for women's music projects. Open Meadows does not fund individuals, fellowships, or scholarships.
Deadline: February 15 and August 15, annually

Many of the funding opportunities listed above are from the Foundation Center. To join their weekly list serve, send a message to <mailto:LISTSERV@LISTS.FDNCENTER.ORG> with the words "SUBSCRIBE RFP-BULLETIN [your name]" in the body of the message, or visit them on the Web at: <http://fdncenter.org/newsletters/>

NEW: Applications Invited for NEA Foundation for the Improvement of Education Arts Grants

Created by the National Education Association in 1969, the NEA Foundation for the Improvement of Education (<http://www.nfie.org/>) awards grants to educators who propose innovative and promising ways to help all students experience academic success and reach their full potential, especially those who have been historically underserved by society's institutions. NFIE conducts research on these efforts and publishes reports on its findings. NFIE is currently accepting application for the following arts programs: NEA Fine Arts grants are awarded through NEA local affiliates to enable fine arts teachers to create and implement fine arts programs that promote learning among students at risk of failure. Programs must address the arts (e.g., painting, sculpture, photography, music, theater, dance, design, media, or folk arts). Local affiliates will be the applicant organization of record on behalf of arts specialists working at the K-6 grade levels. Grants must serve U.S. public elementary students at risk of failure. Ten grants of \$2,000 will be awarded. Grant funds may be used for resource materials, supplies, equipment, transportation, software, and/or professional fees. (Deadline: Feb. 3, 2003) The Arts@Work Grant Program is designed to encourage public secondary school arts teachers to collaborate with expert technology-using teachers and the business community to develop examples of technology-integrated arts curricula that meet high standards for student achievement. The lead applicant must be a U.S. public secondary school teacher whose primary assignment is to teach one or more art forms (e.g., music, dance, theater, visual arts, or folk arts). The lead applicant must identify and collaborate with a partner who is a public school teacher and who has responsibility for teaching with technology (e.g., a school technology coordinator). Others involved in the project may include members of the arts and entertainment industry, business leaders, artists, education support professionals, higher education faculty, district administrators, or arts magnet school coordinators. NFIE will award up to twelve grants of \$5,000. Grant funds may be used for hardware, software, consultants, release time, or other costs directly related to the development of a standards-based curriculum that integrates the arts and technology. (Deadline: March 3, 2003). See the NFIE Web site for complete program guidelines and application procedures and forms. RFP Link: <http://www.nfie.org/grants.htm>

For additional RFPs in Arts and Culture, visit:
http://fdncenter.org/pnd/rfp/cat_arts.jhtml

Youth Connections West

Published by the US Department of Labor Employment and Training Administration's Office of Youth Services
in Region 6



The goal of the US Department of Labor's Office of Youth Services is to work to strengthen the local, state, and national youth development system. The purpose of this newsletter is to provide a forum for DOL-funded youth service providers and other partners to share resources and strategies that will increase the effectiveness of individual programs and to expand the opportunities for collaborations that benefit the youth whom we collectively serve.

We welcome your articles, questions and suggestions. Please provide input no later than January 5th to : Sandra Waterhouse: <mailto:swaterhouse@doleta.gov> or to Denise Fogleman: <mailto:dfogleman@doleta.gov>

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